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ABSTRACT

In this time of high cost, it is important not to focus on tutorial computer-assisted instruction (CAI) as the only way to use a computer effectively in instruction. Teacher controlled CAI--classroom use of CAI, augmented by a television display--provides one alternative. Non-tutorial classroom demonstrations can be arranged in business education, in science, and in statistics. Simple games with a computer can be played by a Mathematics class and, also, by a Language Arts class. Another alternative, not usually considered as being part of CAI, is class use of information retrieval. High cost may even be justified when computers are used to teach about computers. A computer program for determining whether to rent or to buy a computer system is given. (MF)

TEACHER CONTROLLED COMPUTER ASSISTED INSTRUCTION

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INTRODUCTION

It would be unwise to consider any aspect of computer assisted instruction as being a part of normal classroom operation without simultaneously considering cost. Financial feasibility of computer assisted instruction is a subject which has been used both to support and discourage its use. Most often when the financial feasibility is used in support of CAI, it is spoken of in terms of future applications. Because of the costs, present CAI systems have been justified in terms of special application, experimentation, and are cited as specific examples of methods of helping students who are not learning effectively under normal procedures.

Not until experimentation and plans for the future are supplimented by tangible evidence of financial feasibility will CAI become much more than an experimental tool or novelty for the affluent or government-supported school systems. This paper will examine ways of using CAI in the classroom and attempt to determine which of the ways may now be feasible in terms of costs.

A CAI COMPUTER SYSTEM

In considering a CAI computer system there are two major areas which must be examined. These are computer hardware and instructionally oriented software. The primary consideration of software in this paper will be in connection with intended uses. With respect to procuring the necessary computer hardware, there

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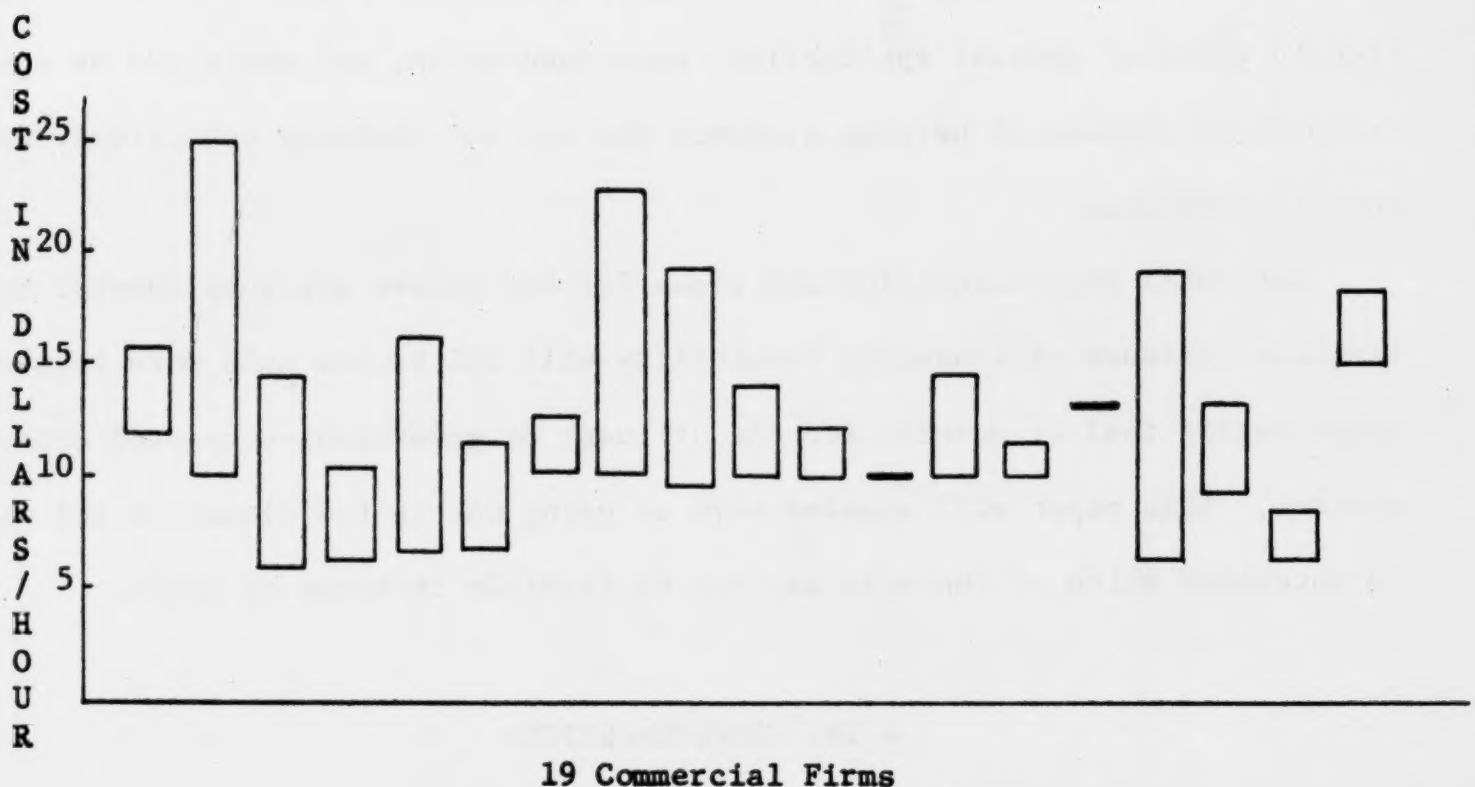
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are three options available to a potential user. These are (1) rental of time-sharing system, accessed by computer terminals, (2) rental of the total system, and (3) purchase of the total system. These options will be examined individually in terms of approximate cost per student hour.

Option 1: Rental of time

A survey of the costs associated with the use of nineteen commercial systems is presented in Figure 1. Raw data for this figure were drawn from

Figure 1: A Cost Survey of Time-Sharing Commercial Firms With a CAI Language Capability.



computer research corporation (1968). From this survey it appears that a reasonable cost range of time-shared equipment is 10 to 15 dollars per hour. The range of cost for each system was determined by combining costs of connect time and compute time. The range was established with the low estimate indicating cost

of connect time and the high estimate indicating cost of one half minute of compute time added to each hour of connect time. In some cases the range includes variable terminal costs. It must be noted that only about one quarter of the systems studied has an instructionally oriented language, other than BASIC, available to its users. This tends to suggest that these systems have been instituted mainly for the commercially-oriented users.

Options 2 and 3. Rent or buy complete computer system

Following is a partial list of questions which a potential user must consider in deciding whether to rent or buy the computer system for CAI.

1. What increase in staff is needed to operate the computer system?
2. What costs are incurred for these additional staff?
3. Will the acquisition of such a system allow a reduction in the teaching staff?
4. If such a reduction is possible, what savings will be realized?
5. What is the maximum number of students to be serviced individually at one time?
6. Will the computer system be used for activities other than instruction?
7. Among the systems being considered, what instructional programming languages are available?
8. Do any of the systems have available instructional programs which meet the needs of the students in the school system?
9. If the decision is to be the computer system, what type of depreciation schedule is to be used.

Because of the number of variables which must be handled simultaneously, many of these questions have been incorporated in a conversational computer program

designed to assist potential users in their investigations of the cost of owning or renting a CAI system. Figures 2 and 3 represent sample output of this program. It must be noted that while this program has been designed to assist in determining cost per student hour of operation, there are a number of other factors which must be considered in the acquisition of such a system.

COST

CAI SYSTEM COST ANALYSIS

ARE YOU GOING TO RENT OR BUY THE CAI SYSTEM?

BUY

HOW MANY TERMINALS DO YOU WISH TO HAVE?

(WHERE POSSIBLE ANSWER WITH NUMERALS)

☐:

15 30 45 60

HOW MANY ADDITIONAL STAFF WILL YOU NEED FOR THIS SYSTEM?

☐:

7

WHAT IS THE AVERAGE SALARY OF ADDITIONAL STAFF?

☐:

9500

HOW MANY TEACHERS WILL BE REPLACED WITH THIS CAI SYSTEM?

☐:

0

WHAT IS THE AVERAGE NUMBER OF HRS/WK THAT A TERMINAL IS USED?

☐:

30

WHAT IS THE COST OF THE COMPUTER?

☐:

756540

WHAT IS THE COST OF ONE TERMINAL?

☐:

6500

WHAT IS THE MONTHLY VALUE OF THE SPACE OCCUPIED BY COMPUTER?

☐:

1000

WHAT IS THE NUMBER OF MONTHS USED FOR THE DEPRECIATION SCHEDULE FOR THE EQUIPMENT?

☐:

60

DO YOU PLAN TO USE THIS COMPUTER SYSTEM FOR ADMINISTRATIVE DATA PROCESSING?

YES

WHAT PERCENTAGE OF THE TOTAL EXPENDITURE FOR THIS SYSTEM WILL YOU ALLOCATE TOWARD ADMINISTRATIVE DATA PROCESSING?

☐:

35

THE COST PER STUDENT HOUR IS 6.57383 3.55701 2.5514 2.04859 DOLLARS

Figure 2

COST

CAI SYSTEM COST ANALYSIS

ARE YOU GOING TO RENT OR BUY THE CAI SYSTEM?

RENT

HOW MANY TERMINALS DO YOU WISH TO HAVE?

(WHERE POSSIBLE ANSWER WITH NUMERALS)

□:

15 30 45 60

HOW MANY ADDITIONAL STAFF WILL YOU NEED FOR THIS SYSTEM?

□:

7

WHAT IS THE AVERAGE SALARY OF ADDITIONAL STAFF?

□:

9500

HOW MANY TEACHERS WILL BE REPLACED WITH THIS CAI SYSTEM?

□:

0

WHAT IS THE AVERAGE NUMBER OF HRS/WK THAT A TERMINAL IS USED?

□:

30

WHAT IS THE MONTHLY RENTAL OF THE COMPUTER?

□:

16510

WHAT IS THE MONTHLY RENTAL OF ONE TERMINAL?

□:

200

WHAT IS THE MONTHLY VALUE OF THE SPACE OCCUPIED BY COMPUTER?

□:

1000

DO YOU PLAN TO USE THIS COMPUTER SYSTEM FOR ADMINISTRATIVE DATA PROCESSING?

YES

WHAT PERCENTAGE OF THE TOTAL EXPENDITURE FOR THIS SYSTEM WILL YOU ALLOCATE TOWARD ADMINISTRATIVE DATA PROCESSING?

□:

35

THE COST PER STUDENT HOUR IS 8.32768 4.66247 3.44073 2.82986 DOLLARS

Figure 3

Figure 4 shows the cost for computer configuration which can support CAI. The cost of one dollar per student hour is made on claims of a 10,000,000 dollar plus system yet to be implemented. Excluding this value a reasonable range for costs appears to be 3 to 7 dollars. Other studies, Kopstein and Seidel (1967), Silbermand and Filep (1968), and Bitzer and Slottow (1966), for example, imply that for the present CAI costs are higher than traditional instruction, but are optimistic concerning future costs.

Figure 4. Estimated Cost Per Student Hour For Various CAI Systems

Purchase Cost of System	Number of Terminals							
	1	5	10	15	30	45	60	1000
*120,000	4.50	2.50	1.60	1.25				
650,000					3.75			
850,000				6.50	3.75	2.80	2.30	
900,000				7.00	4.00	3.00	2.50	
900,000						3.50		
**10,000,000								1.00

*The figures for more than 1 terminal have been demonstrated only with Fortran as a language.

**This estimate is on projection of a system which has been released, but has not been demonstrated in a CAI mode.

Financial Conclusions

In most school systems even the cost of one dollar per student hour would limit extensive use of a computer in a tutorial mode. If a class of 30 students were to use a computer only 20 minutes per day per student they would use about

\$200 of time per month at the one dollar figure. At \$4 per student hour, which appears more realistic on presently available systems, the cost would be \$800 per month. At commercial rates of \$10 per student hour, the cost would be \$2000 per month. Even having the students use the system 20 minutes per day could at most enrich instruction and would likely not reduce teacher cost, which means these are additional costs. The above figure also assume there is little or no cost for instructional programming which is rarely the case.

Thus an analysis of present costs raises the question "Can or should the computer be a part of a normal instructional program?" The answer to this question might in part be suggested by a second question, "Are educators focusing too strongly on tutorial applications of the computer." The remainder of this paper will examine several non-tutorial uses of the computer in instruction. The examples are drawn from Michigan State and local school systems.

Computers for What?

A crucial question needs to be considered--"is it more important for people to be learning from computers or about computers?" A review of CAI applications in elementary and secondary schools would indicate that the majority of efforts have been tutorial in nature. However, the growing use of computer in our culture indicates it is extremely important to learn about computers. Such a view has amply document in the Report of the President's Science Advisory Committee (1967). The ideal answer then may be to learn about computer while learning from the computer. It appears some of the most financially feasible instructional uses of the computer may be those which also aid in an understanding of the computer.

Criteria for Instructional Decisions Concerning Computers

The following criteria may aid the potential user in decisions related to instructional applications of the computer:

A. The Computer as the Medium of Instruction

1. The computer performs tasks related to the instructional objectives which cannot be done as effectively in any other manner.
2. The computer performs tasks related to the instructional objectives which cannot be duplicated at less cost and with reasonable effort by some other method.
3. The use of the computer provides better motivation for meeting the instructional objectives than any other readily available method.

B. The Computer as the Object of Instruction

The students learn:

1. about how a computer functions,
2. about the type of functions a computer is best capable of doing,
3. to communicate with a computer via some level of programming or interactive language.

C. Availability of Software

1. Programs exist to do the desired instructional task.
2. Teachers can readily program the system to do the desired task.
3. There exists computer aided programming which will build a program to perform the desired tasks.

D. Instructional Control and Student-to-Terminal Ratio

1. Teacher controls a demonstration terminal in the classroom.
2. A small group of students works simultaneously at one terminal.
3. There is one student per terminal at a given time.

These criteria will now be illustrated and applied in the following examples of instructional programming.

Examples of CAI Programs Designed for Non-Tutorial Use

The six sets of examples, chosen from various subject matter areas, represent some of the possible types of non-tutorial CAI. Each of these examples will be presented with a brief discussion of the program and its implications in instruction. Where necessary suggestions for implementation will be offered.

Business Education

Figures 5.1 through 5.3 illustrate several programs relating to time financing. These programs have been constructed so they can be used by the teacher for classroom demonstrations. For such a demonstration, the teacher solicits from the student values for the input variables of amount of loan, rate of interest, and length of loan. It should be noted that multiple values may be used for any single variable, thus allowing for a large number of students to select a value for a variable. It should also be noted that an immediate comparison of total payments may be made simply by instructing the computer to use stored data in the desired manner. Through this operation the student may be made aware of the computer operating as a computer, for example by requesting the computer to display the program so as to determine where the data are stored.

For optimum learning with the one-terminal-per-class model, it is desirable that the whole class be able to see the computer output as it is printed. Various means have been provided for group displays of computer output. Our experience has indicated that a closed-circuit television system, costing less than \$600, has proved to be most effective. With such a system additional monitors are used as the class size increases.

PAY
 WHAT IS THE AMOUNT OF THE LOAN?
 □: 5000
 WHAT IS THE INTEREST RATE PER YEAR?
 □: 10
 HOW MANY MONTHS IS THE LOAN TO RUN?

□: 12 24 36
 YOUR MONTHLY PAYMENT = 439.57 230.72 161.33
 REMEMBER THAT TAXES AND INSURANCE ARE
 NOT INCLUDED IN THIS PAYMENT.

VPAY[□]▽
 ▽ PAY
 [1] 'WHAT IS THE AMOUNT OF THE LOAN?'
 [2] A+□
 [3] 'WHAT IS THE INTEREST RATE PER YEAR?'
 [4] I+(□÷12)÷100
 [5] 'HOW MANY MONTHS IS THE LOAN TO RUN?'
 [6] M+□
 [7] $P+(A \times I \times (1+I)^M) \div (((1+I)^M) - 1)$
 [8] 'YOUR MONTHLY PAYMENT = ';(I(0.5+P×100))÷100
 [9] 'REMEMBER THAT TAXES AND INSURANCE ARE '
 [10] 'NOT INCLUDED IN THIS PAYMENT.'

▽
 M
 12 24 36
 P
 439.574 230.722 161.334
 M×P
 5274.89 5537.33 5808.03

PAY
 WHAT IS THE AMOUNT OF THE LOAN?
 □: 15000
 WHAT IS THE INTEREST RATE PER YEAR?
 □: 6.5
 HOW MANY MONTHS IS THE LOAN TO RUN?
 □: 120 240 360
 YOUR MONTHLY PAYMENT = 170.32 111.84 94.81
 REMEMBER THAT TAXES AND INSURANCE ARE
 NOT INCLUDED IN THIS PAYMENT.
 M×P
 20438.7 26840.7 34131.7

Figure 5.1

LOAN

LOAN PROGRAM

WHAT IS THE AMOUNT OF THE LOAN?

□:

1000

WHAT IS THE INTEREST RATE PER YEAR?

□:

7

HOW MANY MONTHS IS THE LOAN TO RUN?

□:

12

AMOUNT = 1000

INTEREST PER YEAR = 0.07

NUMBER OF MONTHS = 12

PAYMENT INTEREST BALANCE

86.53	5.83	919.31
86.53	5.36	838.14
86.53	4.89	756.51
86.53	4.41	674.39
86.53	3.93	591.8
86.53	3.45	508.73
86.53	2.97	425.17
86.53	2.48	341.12
86.53	1.99	256.59
86.53	1.5	171.56
86.53	1	86.03
86.53	0.5	0.01

TOTAL PAYMENTS = 1038.31

TOTAL INTEREST = 38.3212

Figure 5.2

MORT

WHAT IS THE INTEREST PER YEAR? TYPE NUMBER ONLY.
□:

6.5

WHAT IS THE ORIGINAL MORTGAGE ?
□:

15000

WHAT ARE THE MONTHLY PAYMENTS ?
□:

210.30

HOW MANY MONTHS ARE TO BE DISPLAYED ?
□:

20

WHAT IS THE MONTHLY DEDUCTION FOR TAXES AND INSURANCE ?
□:

40

DISPLAY EVERY ---MONTH. E.G. FOR EVERY THIRD MONTH TYPE 3
□:

12

MONTH [12	] BALANCE OF MORTGAGE = 13899	TOTAL INTEREST = 942.583	EQUITY = 1101.02
MONTH [24	] BALANCE OF MORTGAGE = 12724.2	TOTAL INTEREST = 1811.43	EQUITY = 2275.77
MONTH [36	] BALANCE OF MORTGAGE = 11470.8	TOTAL INTEREST = 2601.6	EQUITY = 3529.2
MONTH [48	] BALANCE OF MORTGAGE = 10133.4	TOTAL INTEREST = 3307.82	EQUITY = 4866.58
MONTH [60	] BALANCE OF MORTGAGE = 8706.48	TOTAL INTEREST = 3924.48	EQUITY = 6293.52
MONTH [72	] BALANCE OF MORTGAGE = 7183.97	TOTAL INTEREST = 4445.58	EQUITY = 7816.02
MONTH [84	] BALANCE OF MORTGAGE = 5559.5	TOTAL INTEREST = 4864.7	EQUITY = 9440.49
MONTH [96	] BALANCE OF MORTGAGE = 3826.24	TOTAL INTEREST = 5175.04	EQUITY = 11173.8
MONTH [108	] BALANCE OF MORTGAGE = 1976.89	TOTAL INTEREST = 5369.29	EQUITY = 13023.1
MONTH [120	] BALANCE OF MORTGAGE = 3.69394	TOTAL INTEREST = 5439.69	EQUITY = 14996.3

Figure 5.3

Science

Figure 6 shows a typical application from the area of science.

Instructionally, such a program would be utilized by the teacher in a mode similar to that of the example from business education. It may be desirable for the teacher, working with the class, to use the data generated from the class input to derive a mathematical model. The savings in time compared to that required by laboratory replications is obvious. There are numerous other such applications possible in the area of science.

Statistics

Figures 7.1 through 7.5 illustrate some of the many interactive statistical programs applicable for instructional use. In a course in experimental design, data for each student or group of students were randomly selected from given distributions and stored in the computer. The students were given a description of the hypothetical conditions of how the data were collected. The students then could make use of any of a number of statistical tests for the purpose of analyzing data. For these types of exercises students operated both singly at the computer and in small groups. Figure 7.1 illustrates the display of two stored distributions and an analysis of these using linear regression. Figure 7.2 illustrates a program designed to display ordered frequency distributions. In this example 100 randomly generated scores ranging from 1 to 10 were used. Finally, a conversational one-way analysis of variance is depicted in Figure 7.3.

Figures 7.4 and 7.5 show the results of an instructional demonstration related to sampling. As indicated at the top of Figure 7.4, A is a

GAS

WHAT UNITS OF PRESSURE DO YOU WISH TO USE?
MM

WHAT UNITS OF VOLUME DO YOU WISH TO USE?
L.

WHAT IS THE PRESSURE?

□:

800

WHAT IS THE VOLUME?

□:

4

WHAT IS THE TEMPERATURE IN ° KELVIN?

□:

300

800 MM 4 L. 300 ° KELVIN

	CTVE	1	3	5	8	16	
3200 MM				1	L.		300 ° KELVIN
1066.67 MM				3	L.		300 ° KELVIN
640 MM			5	L.			300 ° KELVIN
400 MM			8	L.			300 ° KELVIN
200 MM			16	L.			300 ° KELVIN

	CPVE	100	200	400	800	1600	3200	
200 MM			100	L.				1875 ° KELVIN
200 MM			200	L.				3750 ° KELVIN
200 MM			400	L.				7500 ° KELVIN
200 MM			800	L.				15000 ° KELVIN
200 MM			1600	L.				30000 ° KELVIN
200 MM			3200	L.				60000 ° KELVIN

	CPTE	100	200	300	400	500	600	700	800	
200 MM			5.33333	L.				100	° KELVIN	
200 MM			10.6667	L.				200	° KELVIN	
200 MM			16	L.		300			° KELVIN	
200 MM			21.3333	L.				400	° KELVIN	
200 MM			26.6667	L.				500	° KELVIN	
200 MM			32	L.		600			° KELVIN	
200 MM			37.3333	L.				700	° KELVIN	
200 MM			42.6667	L.				800	° KELVIN	

	CTPE	400	800	1600	3200	
400 MM			21.3333	L.		800 ° KELVIN
800 MM			10.6667	L.		800 ° KELVIN
1600 MM			5.33333	L.		800 ° KELVIN
3200 MM			2.66667	L.		800 ° KELVIN

Figure 6

IQ

138	138	133	131	128	128	126	126	125	124	124
	124	123	123	123	123	120	119	118	118	
	117	117	116	116	116	115	115	115	114	
	113	113	113	112	112	112	111	111	110	
	110	109	109	108	108	108	108	106	105	
	105	105	104	103	103	102	101	101	101	
	100	100	100	100	99	99	98	97	94	93
	92	89	88	79						

MAT

68	64	56	57	50	57	43	47	28	57	42	64	49
	61	47	57	46	48	59	57	37	17	41	50	36
	46	60	34	60	15	27	50	56	50	49	55	43
	61	23	38	47	30	36	31	39	28	57	41	54
	49	41	28	42	31	51	54	45	23	34	25	26
	37	38	45	26	28	30	37	27	28	15		

IQ REG MAT

WHAT IS THE NAME OF YOUR LEFT VARIABLE?
IQ
 WHAT IS THE NAME OF YOUR RIGHT VARIABLE?
MAT
 TO PREDICT *MAT* FROM *IQ* USE THE EQUATION (PREDICTED *MAT*=
 $-27.01246737 + 0.6278097466IQ$)
 TO PREDICT *IQ* FROM *MAT* USE THE EQUATION (PREDICTED *IQ*=
 $88.01785291 + 0.5378905031MAT$)
 $R=0.5811135005$
 T EQUALS 5.931380776 THERE ARE 69 DEGREES OF FREEDOM

Figure 7.1

ARM ?100,10

SCORES		CUM. FR.	CUM. PCT.	Z-SCORES
10	10	100	100	1.627
9	11	90	90	1.277
8	5	79	79	0.926
7	11	74	74	0.575
6	8	63	63	0.224
5	15	55	55	-0.126
4	7	40	40	-0.477
3	10	33	33	-0.828
2	16	23	23	-1.178
1	7	7	7	-1.529

Figure 7.2

T1WAY
HOW MANY GROUPS DO YOU HAVE ?

□:

4

ENTER YOUR GROUPS ONE AT A TIME.
HIT THE RETURN KEY AFTER ENTERING EACH GROUP.

GROUR 1

□:

34 56 43 45 56 45 34 32 34 45 65 67 45 34 23

GROUR 2

□:

34 45 34 32 11 12 21 13 14 16 32 12 17 15

GROUR 3

□:

12 32 12 14 16 31 11 13 14 21 16 13 21 22 32

GROUR 4

□:

89 87 89 88 67 76 65 67 45 78 65 34 77 87 67 87

SSB=29007.66667 SSW=8557.066667 SST=37564.73333
DFB=3 DFW=56 DFT=59
MSB=9669.222222 MSW=152.8047619
F=63.27827812

CELL MEANS

43.86666667 22 18.66666667 73

Figure 7.3

A
2 2 3 4 5 6 5 4 3 4 4 5 6 7 8 7 8 9 3 2 1

ARM A				
SCORES	FR.	CUM. FR.	CUM. PCT.	Z-SCORES
9	1	21	100	1.979
8	2	20	95.24	1.522
7	2	18	85.71	1.066
6	2	16	76.19	0.609
5	3	14	66.67	0.152
4	4	11	52.38	-0.304
3	3	7	33.33	-0.761
2	3	4	19.05	-1.218
1	1	1	4.76	-1.675

ARM (105 RG A)				
SCORES	FR.	CUM. FR.	CUM. PCT.	Z-SCORES
9	4	105	100	2.03
8	11	101	96.19	1.569
7	10	90	85.71	1.107
6	10	80	76.19	0.646
5	10	70	66.67	0.185
4	21	60	57.14	-0.277
3	22	39	37.14	-0.738
2	12	17	16.19	-1.2
1	5	5	4.76	-1.661

MEAN A
4.66667
MEAN AV
4.6
STDEV A
2.18944
STDEV AV
2.16729

Figure 7.4

A
9 8 8 7 7 6 6 5 5 5 4 4 4 4 3 3 3 2 2 2 1

100 SAM 4

WHAT DISTRIBUTION DO YOU WISH TO USE?

□:

A

DO YOU WISH TO SEE THE DISTRIBUTION OF SAMPLE MEANS?

NO

THE MEAN OF THE SAMPLE MEANS = 4.7525

THE STANDARD DEVIATION OF THE SAMPLE MEANS = 1.06741

100 SAM 9

WHAT DISTRIBUTION DO YOU WISH TO USE?

□:

A

DO YOU WISH TO SEE THE DISTRIBUTION OF SAMPLE MEANS?

NO

THE MEAN OF THE SAMPLE MEANS = 4.56

THE STANDARD DEVIATION OF THE SAMPLE MEANS = 0.704819

100 SAM 16

WHAT DISTRIBUTION DO YOU WISH TO USE?

□:

A

DO YOU WISH TO SEE THE DISTRIBUTION OF SAMPLE MEANS?

NO

THE MEAN OF THE SAMPLE MEANS = 4.62375

THE STANDARD DEVIATION OF THE SAMPLE MEANS = 0.465948

MEAN A

4.66667

(STDEV A)÷14

2.18944 1.09472 0.729814 0.54736

Figure 7.5

distribution of scores. For sampling purposes a program has been written which treats A as an infinite population with scores distributed in the same proportion as the A indicated at the top of the figure. The lower half of Figure 7.4 illustrates a sample of 105 scores randomly drawn from the population A. Next the mean of the population A is shown followed by the mean of the sample ($N=105$). Similarly the two standard deviations are displayed.

In Figure 7.5 this same population is used as the basis for the examination of distributions for 100 repeated samples of sizes 4, 9, and 16. Students are able then to compare empirically-derived standard deviations of sample means with theoretical values and draw conclusions about existing relationships.

Mathematics

Figures 8.1 and 8.2 demonstrate a simple game which can be played with the computer. The game has been used to illustrate mathematical concepts relating to remainders upon division by a given number. The game may be played in a class with teams of students attempting to derive the algorithm which will enable them to beat the computer. As was indicated in the discussion of instructional uses of the computer in the area of science, there are numerous other applications in mathematics.

Language Arts

The programs shown in Figures 9.1 and 9.2 illustrate a simple word game used for the purpose of developing vocabulary. Because of the nature of this game, it is evident that to change the game, the words would have to be repeatedly replaced. To rewrite the program for each new set of words

NIM
HOW MANY STICKS DO YOU WISH TO PLAY WITH? CHOOSE A NUMBER BETWEEN 10 AND A 100.
□: 15
WHAT IS THE MAXIMUM NUMBER OF STICKS YOU CAN TAKE IN ONE MOVE? CHOOSE LESS THAN 6
□: 4
DO YOU WANT TO MOVE FIRST OR LAST?
LAST
THE COMPUTER TAKES 4
THERE ARE 11 STICKS
|||||
YOUR MOVE HOW MANY DO YOU WANT?
□: 3
THE COMPUTER TAKES 2
THERE ARE 6 STICKS
|||||
YOUR MOVE HOW MANY DO YOU WANT?
□: 4
THE COMPUTER TAKES 1
SORRY! THE COMPUTER WINS.

Figure 8.1

NIM
HOW MANY STICKS DO YOU WISH TO PLAY WITH? CHOOSE A NUMBER BETWEEN 10 AND A 100.
□: 61
WHAT IS THE MAXIMUM NUMBER OF STICKS YOU CAN TAKE IN ONE MOVE? CHOOSE LESS THAN 21
□: 9
DO YOU WANT TO MOVE FIRST OR LAST?
LAST
THE COMPUTER TAKES 4
THERE ARE 57 STICKS
|||||
YOUR MOVE HOW MANY DO YOU WANT?
□: 6
THE COMPUTER TAKES 7
THERE ARE 44 STICKS
|||||
YOUR MOVE HOW MANY DO YOU WANT?
□: 3
THE COMPUTER TAKES 6
THERE ARE 35 STICKS
|||||
YOUR MOVE HOW MANY DO YOU WANT?
□: 4
THE COMPUTER TAKES 9
THERE ARE 22 STICKS
|||||
YOUR MOVE HOW MANY DO YOU WANT?
□: 1
THE COMPUTER TAKES 8
THERE ARE 13 STICKS
|||||
YOUR MOVE HOW MANY DO YOU WANT?
□: 2
THE COMPUTER TAKES 5
THERE ARE 6 STICKS
|||||
YOUR MOVE HOW MANY DO YOU WANT?
□: 5
YOU WIN

Figure 8.2

WDGAME
DO YOU NEED INSTRUCTIONS FOR THIS GAME?
YES
THIS INSTRUCTIONAL SEQUENCE DEMONSTRATES A VARIATION OF A
FAMILIAR WORD GAME. THE RULES ARE: CHANGE THE GIVEN WORD
ONE LETTER AT A TIME TO MAKE THE WORD INDICATED. YOU MAY
ADD, TAKE AWAY, OR CHANGE A LETTER TO ANOTHER LETTER.

THE GAME STARTS WITH THE WORD ICE
THE NEXT WORD IS SIMILAR TO OR AN EXAMPLE OF GRAIN
GUESS THE WORD
RAIN
HINT: THE WORD RHYMES WITH VICE
TRY AGAIN
RICE

THE NEXT WORD IS SIMILAR TO OR AN EXAMPLE OF CONTEST
GUESS THE WORD
RACE

THE NEXT WORD IS SIMILAR TO OR AN EXAMPLE OF FRILL
GUESS THE WORD
LACE

THE NEXT WORD IS SIMILAR TO OR AN EXAMPLE OF TARDY
GUESS THE WORD
LATE

THE NEXT WORD IS SIMILAR TO OR AN EXAMPLE OF TARDIER
GUESS THE WORD
LATER

THE NEXT WORD IS SIMILAR TO OR AN EXAMPLE OF RAIN
GUESS THE WORD
WATER

GREAT! YOU CHANGED ICE TO WATER WITH THE ADDITION OF A MINIMUM OF CALORIES.

Figure 9.1

LOADG
HOW MANY QUESTIONS DO YOU HAVE ?
□:

6
WHAT WORD STARTS THE GAME ?
ICE
WHAT IS THE WORD FOR QUESTION 1 ?
RICE
WHAT IS THE SIMULAR WORD FOR QUESTION 1 ?
GRAIN
WHAT WORD IS TO BE A HINT FOR QUESTION 1 ?
VICE
WHAT IS THE WORD FOR QUESTION 2 ?
RACE
WHAT IS THE SIMULAR WORD FOR QUESTION 2 ?
CONTEST
WHAT WORD IS TO BE A HINT FOR QUESTION 2 ?
PACE
WHAT IS THE WORD FOR QUESTION 3 ?
LACE
WHAT IS THE SIMULAR WORD FOR QUESTION 3 ?
FRILL
WHAT WORD IS TO BE A HINT FOR QUESTION 3 ?
FACE
WHAT IS THE WORD FOR QUESTION 4 ?
LATE
WHAT IS THE SIMULAR WORD FOR QUESTION 4 ?
TARDY
WHAT WORD IS TO BE A HINT FOR QUESTION 4 ?
FATE
WHAT IS THE WORD FOR QUESTION 5 ?
LATER
WHAT IS THE SIMULAR WORD FOR QUESTION 5 ?
TARDIER
WHAT WORD IS TO BE A HINT FOR QUESTION 5 ?
WAITER
WHAT IS THE WORD FOR QUESTION 6 ?
WATER
WHAT IS THE SIMULAR WORD FOR QUESTION 6 ?
RAIN
WHAT WORD IS TO BE A HINT FOR QUESTION 6 ?
DAUGHTER
WHAT IS YOUR CLOSING STATEMENT ?
GREAT! YOU CHANGED IN

√
CE TO WATER WIH

√
TH THE ADDITION OF A MINIMUM OF CALORI

Figure 9.2

would involve more effort than is justifiable. For this reason, another conversational program has been designed to enable the teacher to input new sets of words. The sample output (Figure 9.2) shows that even a teacher with no spacial programing abilities can input the new words. In fact, this conversational program may also be used by students to build new games for other students to play. Thus students gain both by playing the game and by building games for other students to play.

Information Retrieval

There is a defintied need to expand our concept of how computers may assist in instruction. One example normally not considered as being part of CAI is the storing, selecting and organizing of information. Students and instructors at Michigan State University have been using BIRS (Basic Indexing and Retrieval System), Vinsonhaler (1968), to search and retrieve documents from two large files. The first of these files contains over 6000 abstracts in the area of computer applications in education. The second contains about 2500 abstracts concerned with verbal learning and concept learning, (Byers, 1968). With these computer searches providing otherwise unobtainable materials for students, there is obvious assistance in instruction. Also with computer searching the student learns more about the use of computers at the same time he is obtaining the information relevant to his studies.

Conclusion

There are many ways to use effectively a computer in instruction. While tutorial uses represent one area of use, it is important not to focus on this mode as the only use. The present costs of tutorial CAI appear to make it

inappropriate for most elementary and secondary schools. However, it is well to note that there are some high cost small size classes in universities and secondary schools where tutorial CAI may prove to be less expensive than traditional methods of instruction.

The cost per student hour of CAI may be reduced if there are many students operating from one terminal. The classroom use of CAI, augmented with television, appears to be one very effective method of accomplishing this many-for-one relationship. Using the computer in this manner there are many areas of instruction which can be presented more effectively and less expensively than the tutorial or other traditional methods.

The expanding use of computers in our society makes knowledge of computers increasingly important. Because of this, instruction from computers is best justified when it also teaches about the computer. Learning about computers and how to use them may justify the use of CAI even in situations where there are less expensive way to provide instruction.

Hence, this exploration in the area of teacher-controlled CAI may provide a means of bridging the gap during this time of high costs, and in so doing also may provide the experimental situation needed for the development and testing of materials which will be increasingly in demand in the event of successful cost reduction in the hardware area.

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